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ABSTRACT

The National Teacher Center Resource Center provides information and technical assistance to help state/territory teacher center coordinators fulfill three federally mandated areas of responsibility: (1) reviewing teacher center proposals; (2) providing technical assistance to federally funded teacher centers; and (3) disseminating information about teacher center products and results. The Resource Center collected information on these three functions from teacher centers receiving federal funds. This report highlights the methodology and findings on the background information and describes services logged for this documentation effort. The study design was limited to technical assistance and dissemination services provided through the ten percent entitlement to states by the federal Teacher Centers Program. Through their acceptance of the ten percent state entitlements, state teacher centers agreed to provide services in two areas: technical assistance and dissemination. For purposes of this study, a segment of technical assistance was separated from that area of service and labeled proposal development; therefore, the findings are presented for three areas of service: proposal development, technical assistance, and dissemination. Descriptions are given of participating states and a summary of state teacher center services is provided. (JD)

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THE STATE ROLE:
A DOCUMENTATION REPORT OF SERVICES TO TEACHER CENTERS FUNDED THROUGH THE FEDERAL TEACHER CENTERS PROGRAM

* * *

EXECUTIVE SUMMARY

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June, 1981

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Appreciation is extended to the many state coordinators who participated in the study. Their cooperation was vital to the documentation effort.

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CHAPTER 1

OVERVIEW

Introduction

The National Teacher Center Resource Center (Resource Center), located in Rhode Island, has a contract with the federal Department of Education. The purpose of the contract is to provide technical assistance and services to the 44 states/territories that have a total budget of close to 1.3 million dollars to serve the 99 Teacher Centers within their borders. The Resource Center provides information and technical assistance to help the states/territories fulfill three mandated areas of responsibility. These are: (1) reviewing Teacher Center proposals; (2) providing technical assistance to federally funded Teacher Centers in their region; and (3) disseminating information about Teacher Center products and results. The states/territories are reimbursed by the federal Teacher Centers Program for fulfilling these responsibilities.

Several years ago, state/territory Teacher Center coordinators, teacher leaders and local Teacher Center project directors across the nation expressed an interest in the structures and kinds of activities the various states/territories were using to deliver information and assistance. In response to this request, the Resource Center undertook an effort to document and describe state/territory activities, and to share the findings with state and federal Teacher Center officials and other groups interested in Teacher Centers. During 1979-80 the Resource Center designed and carried out a process for collecting the necessary information from the state/territory coordinators and compiled a report on the findings. In 1980-81 the Resource Center further refined the process for documenting the services of state/territories to federally funded Teacher Centers, and then collected, recorded and compiled information about the state/territory support activities.

Description of the 1980-81 Documentation Effort

The Resource Center, with the cooperation of the state Teacher Center coordinators, collected the following types of information from states receiving Teacher Center funds:

- a description of the *proposal review process*, for which states are reimbursed $50 per proposal, carried out by states to evaluate proposals seeking FY 1981 (1981-82) funding through the federal Teacher Centers Program;
- *background information on state staffing* to provide services to federally funded Teacher Centers; and
- documentation of the specific activities paid for by the 10 percent state entitlements to provide *technical assistance* (including *proposal development*) and *dissemination services*.

Services provided to Teacher Centers solely at state expense in salaries or other direct costs were *not* included as part of this documentation effort.

Data Collection and Analysis

The data for this report were obtained using *two instruments*: 1) activity logs submitted by the state Teacher Center coordinators and 2) a state background survey (see Appendix A). The activity logs recorded information describing three areas of service: proposal development, technical assistance, and dissemination. The logs contained data for each activity on:

(1) the *area of service* (proposal development, technical assistance or dissemination);

(2) the *time period* when the activity was conducted (if documenting a single activity) or the *frequency* of the activity (if documenting a continuous or periodic activity);

(3) the primary *method for delivery* of the service;

(4) the *activity itself*, including information on the *providers* and *receivers* of service;

(5) the *purpose* of the activity;

(6) the *time spent* by the state Teacher Center coordinator, regardless of source of funds for salary, or by other state education agency (SEA) staff paid in whole or part through the 10 percent state entitlement;

(7) *amount* and *purpose of expenditures* from the state entitlement used to support the activity;

(8) *purpose* of any *state inkind contributions* toward the activity; and

(9) *outcomes* of the activity, anticipated or actual.

The background survey contained information primarily about the funded state Teacher Center Coordinators, including unit to which he/she is assigned, level within the organizational structure of the SEA (Chief = level 1), and additional roles which the coordinator serves. Salary and time information were also obtained on the state coordinator, regardless of source of funds for salary, and for other professional and clerical support whose salaries were paid in whole or part from the 10 percent state entitlement received from the federal Teacher Centers Program.

Correspondence and verbal communications from the Resource Center were used to encourage participation. The 44 states/territories having at least one Teacher Center project funded through the federal Teacher Centers Program were eligible to participate. Of these, 40 states (91%) chose to participate and returned the background survey, but only 32 states (72%) documented their services. (Listed in Appendix B are the names of the states that have federally funded Teacher Centers and the number of federally funded Teacher Centers in each. The list also indicates the states that participated in the study and the number of activities documented in each of the three areas of service.) The activity logs were collected by the Resource Center in January, February and May, 1981.

Reporting

This report highlights the methodology and findings on the background information and describes services logged for this documentation effort. A more detailed *Final Report* on the documentation findings is available under separate cover through the Resource Center. Also available from the Resource Center are detailed reports on the background findings and the proposal review processes used by states.

Focus to the Reader

In reviewing the report findings, there are several points the reader should keep in mind. The first is that the study design was *limited to technical assistance and dissemination services provided through the 10 percent entitlement to states* with federally funded Teacher Centers by the federal Teacher Centers Program. It does not include other services to Teacher Centers provided solely through state support or through state support in concert with programs other than the federal Teacher Centers Program.

A second point relates to the framework and definitions used in this study. Through their acceptance of the 10 percent state entitlements, states agree to provide services in two areas: technical assistance and dissemination. For *purposes of this study*, a segment of technical assistance was separated from that area of service and labeled proposal development; therefore, the findings are presented for *three* areas of service: *proposal development, technical assistance*, and *dissemination*.

Finally, the reader should bear in mind the limitations inherent in a written survey. Of particular concern here is the difficulty for the respondent to capture in writing, primarily in an objective format, events which may be complex both in design and delivery. This limitation was minimized, to the extent possible, by modifying procedures and format based on the previous year's pilot study, by providing technical assistance and training at cluster meetings, and by follow-up telephone calls as needed.

CHAPTER 2

DESCRIPTION OF PARTICIPATING STATE

Number of States Participating and Activities Documented

The 32 states who participated in the documentation effort recorded a total of 295 activities. These 32 states serve 81 (73%) of the 99 Teacher Center projects funded by the federal Teacher Centers Program. Some (92) of the 295 documented activities were periodic or repeating, that is, occurring more than once during FY 1980 (1980-81). The 295 activities represented:

- 33 activities in the area of proposal development assistance (reported by 15 states);
- 211 activities describing technical assistance (reported by 32 states); and
- 51 dissemination activities (reported by 23 states).

Background information on Participating States

All 32 states that submitted activity logs, plus eight additional states that did not document their activities in serving federally funded Teacher Centers, completed the background survey. Background information about the 40 states showed that:

- most Teacher Center coordinators, in relation to the Chief State School Officers as level one,* are located within *levels three through five* in the organizational structure of their SEA's;
- the units to which the majority of state Teacher Center coordinators are assigned and, therefore, in which Teacher Center responsibilities for service to federally funded Teacher Centers are housed, are *Staff Development/Inservice Education* and/or *Teacher Education/Certification;*

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*The term "levels" was used in this study to designate the number of people in the bureaucratic structure of the SEA located between the Chief State School Officer (level one) and the state Teacher Center coordinator. This approach was adopted because of the many differences in titles and the meanings of responsibility associated with those titles among the various SEA's.

- the majority of Teacher Center coordinators allocate 15 percent or less of their time in fulfilling their Teacher Center role;

- the most common additional roles of the state Teacher Center coordinator are National Council of States for Inservice Education (NCSIE) delegate, Teacher Corps liaison, and teacher certification official;

- five states have clerical support staff and nine states have professional staff in addition to the state coordinator to serve federally funded Teacher Centers, but the amount of time contributed by the clerical and professional support staff varies widely among the nine states; and

- 26 of the 40 states do not use federal Teacher Center Program funds for salary; of the other 14 states, 13 spend 45 percent or less of their state entitlements on salary, leaving 55 percent or more of their federal funds available to support program activities and related efforts.

The findings on background and staffing for the 32 states who completed both the background survey and documentation logs show no major differences in the results from those for all 40 states, which are noted above.

The 32 states that submitted *both* the background survey and one or more activity log may be further described by the following information:

- The 32 states represent 73 percent of the funded states/territories.

- Within the geographic boundaries of the 32 states are 81 Teacher Center projects, which represent 82 percent of the federally funded Teacher Centers.

- The federal Teacher Center budgets of the 32 states for FY 1980 range from $5,500 to $194,500 and, together, the total state entitlements of the 32 states amount to $1,076,621, which is 83 percent of the $1,289,430 reimbursed to all 44 states/territories by the federal Teacher Centers Program.

- Nineteen of the 32 states reported no use of state entitlements to support salary. The remaining 13 states earmarked $232,052 for salaries, which represents 22 percent of their total state entitlements; among the 13 states, the percentage of funds allocated for salary ranges from a low of 13 percent to a high of 92 percent. The 32 states provided logs of

activities which account for an additional $661,357 which is 61 percent of their total entitlement of $1,076,621. The combined salary and activity costs total $893,409 which represents 83 percent of the total entitlement for the 32 states. Further, this total amount of $893,409 accounts for 69 percent of the $1,289,430 reimbursed to all 44 states/territories by the federal Teacher Centers Program.

- The latter total of $893,409 does not reflect $75,934 reported by six states as carryover, as well as other carryover funds that may not have been reported by other states because the survey did not seek this information. The statistics presented in this report reflect the 10 percent state entitlements, without carryover funds.

This report, therefore, represents services provided by 32 of the 44 states with federally funded Teacher Centers. These 32 states logged 295 activities to serve the 81 Teacher Center projects within their borders and also documented salary and activity costs of $893,409; this figure reflects 83 percent of their total state entitlements of $1,076,621.

CHAPTER 3

SUMMARY OF STATE TEACHER CENTER SERVICES

Introduction

The descriptions provided by 32 states of the 295 activities they documented convey an interesting assortment of services delivered through the 10 percent entitlements to states from the federal Teacher Centers Program, services supplemented in many instances (183/62%) by state inkind contributions. The majority of the documented activities (211/72%) were classified as technical assistance, but also included proposal development (33/11%) and dissemination services (51/17%). Further, the purpose and type of activities documented appear to reflect fulfillment of the intent and objectives of the state role in serving Teacher Centers, and the reported outcomes reflect the intent of providing information about Teacher Centers, increasing skills among Teacher Center project staff and policy boards, and enhancing attainment of project objectives.

The summary of which follows describes the major finding(s) regarding the services which are represented in this report.

Time Span

Single events/activities were completed at a fairly consistent rate during the 12-month period covered by the documentation effort, with the exception of December 1980 and January 1981 as peak months. Caution, however, is advised in interpreting the information about frequency of activities according to the month in which they were completed. It cannot be concluded that the highest or lowest number of activities occurred during any given month because not all services provided by the 32 states were reported.

For activities which were continuous or occurred at periodic intervals (92/31%), the frequency of activity most often cited was 5-6 times per year, followed next in frequency by twice a year.

Methods for Delivering Services

The majority of activities were carried out using a single delivery method. Most frequently cited delivery methods for each area of service were:

- *proposal development* - telephone, written correspondence, meeting at the local site;
- *technical assistance* - workshop or conference, on-site meeting, meeting at location other than the Teacher Center site; and
- *dissemination* - written correspondence, on site meeting, meeting at location other than the Teacher Center site.

Description of Services

A variety of activities were conducted in providing proposal development, technical assistance and dissemination services. The activities most frequently cited are described in Table 1. The two top-ranked activities for each area of service were:

- *proposal development* (33 activities documented): (1) providing technical assistance in planning or developing a proposal (18/55%); and (2) notifying groups about pertinent information (17/52%);
- *technical assistance* (211 activities documented): (1) providing linkage with groups (79/37%); and (2) providing financial support for travel to attend state, regional or national meetings or conferences (73/35%); and
- *dissemination* (51) activities documented: (1) publishing and/or distributing written information (30/50%); and (2) providing financial support for preparation of materials (14/27%).

A more detailed analysis of the data, beyond that which is displayed in Table 1, indicated that about half of the services (18 activities, 54% of all proposal development activities) involved a combination of any two or all three of the following activities: notifying groups, providing proposal writing training, and providing technical assistance in planning or developing a proposal.

Table 1

MOST FREQUENTLY CITED ACTIVITIES FOR
EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Activity	N/%*
Proposal Development	1	Provided Technical Assistance in Planning/Developing Proposal	18/55%
	2	Notified Groups	17/52%
	3	Critiqued Proposal Draft	12/36%
	4	Provided Assistance for Continuation Proposal	7/21%
Technical Assistance	1	Provided Linkage with Groups	79/37%
	2	Provided Financial Support to Attend Meetings/Conferences	73/35%
	3	Linked Clients to Consultants	48/23%
	4	Accessed State/Federal Resources	45/21%
	5	Provided Services/Training	40/19%
Dissemination	1	Published/Distributed Written Information	30/59%
	2	Provided Financial Support for Materials Preparation	14/27%
	3	Provided Technical Information	11/22%
	4	Other	10/20%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

Technical assistance activities most frequently documented were providing linkage with groups (79/37% of the technical assistance activities) and providing financial support for travel to attend state, regional or national meetings or conferences (73/35%). Also cited in 19 to 23 percent of the logs were the following: linking clients to consultants or experts in a given area, helping clients to access state or federal resources to serve the needs of the Teacher Center projects, and providing consulting services or training in topics of interest to the clients.

Examples of topics cited when linking to experts included: basic skills and testing; subject areas such as science, consumer education and physical education; needs assessment, program planning and managment; stress management; and computers. Sample topics for training included: basic skills; obtaining grants; funding services; record keeping; state and local planning for inservice needs; and media production.

Several of the major technical assistance activities occurred with notable frequency in combination with each other. These combinations were:

- linking clients to consultants/experts in a given area *and* (a) responding to technical questions or (b) providing services/training, or (c) helping clients access state or federal resources to serve the needs of the Teacher Center project;
- providing linkage with Teacher Centers or related groups at the state, regional or national levels *and* providing financial support for attendance at state, regional or national meetings or conferences.

Dissemination activities most often involved the publication or distribution of written information, such as brochures and newsletters about Teacher Centers (30/59% of the documented dissemination activities). Activities also noted by 20 to 27 percent of the respondents were: providing financial support for preparation of materials, such as filming and printing, providing technical information about the design or distribution of communications about Teacher Centers, and "other" activities, such as providing speakers and presentations to state professional and community groups interested in learning about Teacher Centers. In the area of dissemination services, only two activities occurred with each other

with notable frequency. These were: assisting/developing materials and publishing or distributing written information.

Providers of Services

State Teacher Center coordinators were clearly identified as the most frequent providers of service in all three areas of service. Consistently ranked second in frequency as providing services were other SEA staff, and placing third as service providers were Teacher Center project staff.

A review of combinations of role groups in providing services showed that:

- for proposal development and dissemination - the State Teacher Center Coordinator most often provided these services alone or with involvement from other SEA staff; and
- for technical assistance - the State Teacher Center Coordinator generally provided these services alone or with SEA staff or Teacher Center project staff.

Recipients of Service

Table 2 displays, in rank order for each area of service, the role groups most frequently served. The two client groups most often served, in each area of service, were:

- *proposal development:* (1) federal Teacher Center project staff, and (2) LEA administrators;
- *technical assistance:* (1) federal Teacher Center policy boards, and (2) federal Teacher Center project staff;
- *dissemination:* (1) LEA teachers, and (2) federal Teacher Center project staff and LEA administrators.

Within each area of service, Teacher Center project staff was the client group most often cited, emerging in 60 to 80 percent of the activities as a client group served. For each of the top ranked activities in each area of service, Teacher Center project staff always ranked first or second in frequency as beneficiaries of the services provided.

Table 2

ROLE GROUPS MOST FREQUENTLY SERVED
FOR EACH AREA OF SERVICE
Frequency/Percentage

Areas of Service	Rank	Role of Client Group	N/%*
Proposal Development	1	Federal Teacher Center Project Staff	24/73%
	2	LEA Administrators	15/45%
	3	LEA Teachers	11/33%
	4	IHE Personnel	10/30%
	5	Federal Teacher Center Policy Boards	7/21%
Technical Assistance	1	Federal Teacher Center Policy Boards	159/75%
	2	Federal Teacher Center Project Staff	144/68%
	3	SEA Coordinators/Staff	73/35%
	4	LEA Teachers	62/29%
	5	LEA Administrators	36/17%
Dissemination	1	LEA Teachers	33/65%
	2	Federal Teacher Center Project Staff	28/55%
	2	LEA Administrators	28/55%
	3	IHE Personnel	23/45%
	4	Other SEA Staff	14/27%

* Percentages will not equal 100 percent because (1) this table does not include activities classified as "other" and (2) some activities are cited more than once because they were carried out in combination with other activities.

In numbers of participants, Teacher Center project staff again most often received state services, followed next by LEA teachers and federal Teacher Center policy board members. The majority of activities were implemented to serve small groups, with a group size of one to five people most frequently cited for all client groups. For each area of service, the findings on group size indicated the following:

- *proposal development*

  services most often provided to groups of 10 or less people;

- *technical assistance*

  services most often provided to groups of one to five people, with the exception of a single client group; close to half of the technical assistance activities involving teachers were targeted to groups larger than 100 people;

- *dissemination*

  greater mix of small and large group activities, with this area of service claiming the highest percentage of activities serving large groups.

Purpose of Activities

The two most frequently cited reasons for activities in each area of service were:

- *proposal development:* (1) providing planning or proposal design assistance, and (2) providing or facilitating the exchange of information;

- *technical assistance:* (1) providing or exchanging information, and (2) improving communications;

- *dissemination:* (1) creating awareness and understanding of Teachers Centers, and (2) providing or exchanging information.

For many activities, multiple purposes were reported.

Outcomes

All 295 documented activities reported anticipated and/or actual outcomes, and most activities cited multiple outcomes. The two most frequently

noted outcomes, whether anticipated or actual, for each area of service were:

- *proposal development:* (1) proposal developed, and (2) skills or knowledge increased;
- *technical assistance:* (1) skills or knowledge increased, and (2) project goals supported;
- *dissemination:* (1) written information disseminated, and (2) skills or knowledge increased.

Resources, Including Funding

Several types of support were examined for each documented activity: time spent, direct expenditures* and inkind contributions. The majority of all documented activities required two or more days of time on the part of state staff to coordinate and/or carry out the needed services. For each area of service, the following amounts of time were most often noted:

- *proposal development and dissemination* - 5 to 10 hours;
- *technical assistance* - two or more days.

Table 3 describes items or expenditure for Teacher Center funds in each of the three areas of service. A review of this and other reported information shows that:

- Of the 295 documented activities, 46 reported no expenditures; the remaining 259 activities combined showed expenses of $661,357, a figure which, when combined with salary costs from the 10 percent state entitlements to the 32 states ($232,052) equals $893,409 and accounts for 83 percent of the funds to those states from the federal Teacher Centers Program.
- For all activities combined, the largest amount of money ($274,497/42%) was used to provide 11 grants to Teacher Center projects; the large majority of these were technical assistance grants and generally reflect the kinds of services documented by the states in the technical assistance category.

*Direct expenditures exclude salary costs for the state Teacher Center coordinator, or for other SEA staff whose salaries are paid in whole or part through the federal Teacher Centers Program.

Table 3

EXPENDITURES OF TEACHER CENTER FUNDS
BY TYPE OF ACTIVITY AND ITEM

Item of Expenditure	Areas of Service			All Activities
	Proposal Development	Technical Assistance	Dissemination	
Personnel	$2,462	$ 56,903	$19,412	$ 78,777
Materials, Supplies, Printing	1,882	31,476	24,761	58,119
Travel, Lodging, Per Diem	3,159	172,322	4,100	179,581
Meeting Rooms	---	450	1,400	1,850
Conference Registration	---	2,748	---	2,748
Grants to Teacher Centers	---	274,497	1,600	276,097
Other	15	56,655	7,515	64,185
Totals	$7,518	$595,051	$58,788	$661,357

- Travel expenses were the second most frequently cited item of expenditure ($179,581/27%) and generally provided for attendance of Teacher Center project staff and policy board at state, regional or national meetings, or supported travel costs for consultants to provide training and other services.

Within each area of service, the major findings were:

- *proposal development*

  costs were generally low, relfecting less than one percent of all direct expenditures reported; the highest cost - for proposal development - supported travel;

- *technical assistance*

  most (90%) reported costs were logged for this area of service, with the most substantial expenses reported, in rank order, for grants to Teacher Center projects, travel, and then personnel (consultants, non-SEA staff);

- *dissemination*

  nine percent of all direct expenditures were logged for this area of service, and costs most often reflected materials, supplies or printing, followed next by personnel expenses.

Inkind contributions by SEA's were noted for the majority (185/62%) of all documented activities, and were most often made in the personnel (SEA staff) category. Contributions of materials, supplies or printing services were also made in about one-fourth of the activities.

* * * * *

For the interested reader, the Final Report includes a chapter of brief descriptions of selected activities in the areas of proposal development, technical assistance and dissemination. Examples were selected to reflect top ranked types of activities and to display variety among the activities with respect to: delivery methods, providers and receivers of services, purposes and outcomes, and range in resource utilization. In essence, the examples provide brief but concrete descriptions of activities that were summarized in this chapter. This information, "Selected State Activities, 1980-81," is available upon request from the Resource Center.

CHAPTER 4

DISCUSSION AND RECOMMENDATIONS

Discussion

The purpose of the documentation effort was to describe the ways in which Teacher Center services were provided by states during FY 1980 (1980-81) and to share the findings with key groups. Based on the findings, three areas of interest have been identified for discussion: networking, clients of state Teacher Center services, and the role of SEA staff in providing services.

Networking. An underlying theme of networking emerges when the primary activities (reported in Table 1) are viewed as a whole. The format for these activities involves both written communications and face-to-face interaction, but more often reflects the latter through meetings on or off-site and workshops or conferences.

A review of networking within the context of dissemination, as defined by the National Institute of Education (NIE) indicates that the 295 documented activities appear to reflect all four NIE levels of dissemination. The levels are defined as: 1) one-way sharing of information (from sender to receiver), 2) two-way communications, 3) choice, and 4) implementation. Networking at the first two levels are evident in activities such as notifying groups about deadlines, regulations, etc. and in publishing or distributing written information about Teacher Centers. Examples of activities in levels two, three and four include: providing linkage to other Teacher Centers or relevant groups and providing financial support for attendance at state, regional and national meetings or conferences; linking clients to consultants or experts in a given area of need as identified by Teacher Center project staff and policy boards; providing skills training; and assisting a project in meeting its objectives.

Another dimension of networking pertains to the emergence of state Teacher Center coordinators and Teacher Center project staff from other states as relatively frequent providers of services (ranked third as

service providers, involved in 46/16% of the 295 documented activities). The use of Teacher Center staff from other states appears to exemplify some of the benefits of networking among the states through meetings such as the cluster and regional meetings, plus regional and national meetings of the Resource Center and national meetings sponsored by the federal Teacher Centers Program.

Clients of Teacher Center Services. The 295 documented services, as might be expected, largely reflect services to the primary target group, the Teacher Center projects. Heavily represented within this group, especially in the area of technical assistance, are Teacher Center project staff and policy boards.

In the technical assistance category, where the majority (211/72%) of the activities were logged, federal Teacher Center policy boards are most often cited as the recipients of service through their involvement in three-fourths (157/75%) of all technical assistance activities. Ranked second as clients of technical assistance services are Teacher Center project staff who were noted as clients in slightly more than two-thirds (144/68%) of all technical assistance services provided through the SEA's.

These findings reflect a relatively high frequency of services to the decision-making body of the Teacher Center project, groups comprised of a majority of teachers. They also indicate a high concentration of services to those charged with responsibility for carrying out the daily tasks that have been identified by the projects to achieve their goals. These results, along with efforts to serve other client groups where appropriate, appear to mirror the intent and objectives of the federal Teacher Centers Office in providing the 10 percent entitlements to SEA's.

Findings from the 295 documented services indicate that the state Teacher Center role becomes operational often by direct involvement of the state Teacher Center coordinator and other SEA staff in providing services to client groups. These two groups were ranked first and second, respectively, in providing services in all three areas - proposal development, technical assistance and dissemination. On a relative basis, other groups

were involved in providing services on a considerably less frequent basis.

Another noteworthy finding by its absence is that outside consultants were not ranked among the top four providers of service in any of the three areas of service. This seems to reflect heavy emphasis on the use of SEA staff primarily, but also includes substantive involvement of two other groups: Teacher Center project staff from within a state, and Teacher Center project and SEA staff from other states. As previously noted, the findings on providers of service likely reflect benefits of networking both within and among states.

Recommendations

Several recommendations are offered based on the findings of the FY 1980 documentation effort. The recommendations reflect both program and process suggestions.

Program recommendations are presented first, and relate to each of these groups: the federal Teacher Centers Program, the Resource Center, and SEA's. These include:

- *If the federal government continues to endorse a role for states to provide technical assistance and dissemination services, then state entitlements should be continued* because the activities documented appear to reflect fulfillment of that role. However, *further attention should be given to the provision by SEA's of grants to Teacher Center projects.* Whereas the actual number of grants is relatively small (11), the amount of direct expenditures in this category is relatively large ($274,497/42%). The granting process should be examined further to determine when or in what circumstances this process might be appropriate or desirable or, conversely, if it should be discouraged or disallowed.

- *At the levels of the federal Teacher Centers Program, the Resource Center and SEA's there should be a continued effort to promote and strengthen networking.* This concept was predominant among the 295 documented activities and apparently is viewed by the groups who foster networking as an effective strategy for delivering services and assisting client groups to achieve their goals. (The client perspective will be

addressed in the process recommendations.) Also, networking would be especially critical if a shift is made by the federal government to provide consolidated programs/block grants to local and state agencies.

- *States should examine*, possibly through a needs assessment, *the targeting of their services at the appropriate level of dissemination (as defined by NIE) to meet the needs of client groups who are at different stages and levels of skills development.* Whereas states may generally be operating at appropriate points within the NIE dissemination continuum, services to Teacher Center projects and other client groups might be strengthened through greater awareness of this concept among SEA staff. Training in dissemination for SEA coordinators might be required.

  Similarly, *the Resource Center should consider conducting a needs assessment to determine the training and information needs of its client group.*

Two recommendations of a process nature are offered. These recommendations refer to possible future efforts on documentation of SEA services to Teacher Centers.

- *Information needs/questions of policy level decisionmakers and other key groups involved with Teacher Centers should be identified in advance of any further documentation efforts. The questions raised should provide a framework for decisions about responsibility for documentation* (e.g., the Center or others) *and methodology* (several alternatives regarding method are presented in the next recommendation).

  Examples of questions that might be raised for possible study include:

  Should the role of the states be continued? If so, according to its present mission or with minor or major alterations?

  Should other groups be considered to provide services currently being provided by SEA's? If so, on what basis will decisions be made?

  Are services being provided in a cost-effective manner and is the benefit of the services commensurate with the level of federal (and state) effort?

The documentation findings reported herein should be reviewed by Teacher Center policymakers as one source of information pertaining to delivery of Teacher Center services through the SEA's.

- *Alternatives to the present documentation design should be explored.* The current (FY 1980) and previous year's (FY 1979) documentation strategies were developed as a first step in describing SEA services to Teacher Centers, and in the FY 1980 documentation the vast majority of funds (83%) were accounted for, reflecting both staff time and activities. The diverse activities described in this report, however, present but a limited picture of delivery of services by SEA's to their clients. Therefore, several examples of alternatives (nonexclusive of each other) to the current design are highlighted and presented in priority order:

  (1) Identify states who are viewed as successful in delivering Teacher Center services, and examine the characteristics common to these states and share the findings among all states to guide the improvement of SEA services in the Teacher Center field.

  (2) Conduct case studies in several states to provide an indepth perspective on the functioning of states in delivering services, types of SEA - client group interaction, and issues and problems encountered and the goals achieved;

  (3) Obtain client group perceptions of the utility and effectiveness of SEA services, a type of information which could be used to help define success (1 above), or to assist in selecting sites for indepth study (2 above), or to examine already available documentation information as a basis for further interpretation of the findings;

  (4) Consider expanding the documentation of SEA Teacher Center services beyond those paid for in whole or part beyond the 10 percent state entitlements because it appears that many of the state entitlements contribute just a portion, in some cases only a small portion, of the total state effort to serve the Teacher Centers within their borders; the current, limited documentation perspective may present a somewhat false picture of the level of effort and services provided by some states to support Teacher Center projects and activities.

APPENDIX A

DATA COLLECTION FORMS:

- Background Survey
- Documentation Log

BACKGROUND INFORMATION: STATE TEACHER CENTER COORDINATORS AND SUPPORT STAFF

(July, 1980 - June, 1981)

This is a "one-time only survey." Please complete and return this form by December 15, 1980

to: Margaretta L. Edwards, Assistant Director
National Teacher Center Resource Center
235 Promenade Street
Providence, RI 02908

STATE: _____ RESPONDENT: _____

A. BACKGROUND OF STATE TEACHER CENTER COORDINATOR. (*Provide information here for the person who officially holds this position.*)

1. Name of Coordinator: _____

2. Unit to which coordinator is assigned (*e.g., Teacher Certification*): _____

_____

3. Within the organizational structure, the level of the coordinator is: (Check one.)

(*Note: The Chief State School Officer would be Level 1, his/her second in charge would be Level 2, etc.*)

_____ Level 1 (Chief S[illegible]ool Officer)

_____ Level 2

_____ Level 3

_____ Level 4

_____ Level 5

_____ Other (specify): _____

4. Additional organizations/groups or roles in which the state Teacher Center coordinator serves: (Check all that apply.)

_____ NCSIE Delegate
_____ Teacher Corps liaison
_____ Teacher Certification
_____ Title IV
_____ Dissemination Capacity Building
_____ NASDTEC, voting member
_____ College Approvals
_____ Other (please specify): _____

_____

_____

B. ADDITIONAL INFORMATION ABOUT TEACHER CENTER COORDINATOR AND BACKGROUND INFORMATION ABOUT PROFESSIONAL AND CLERICAL TEACHER CENTER SUPPORT STAFF. (*Line 1 should describe the official Teacher Center coordinator. Information on support staff should be provided only if their salaries are paid in whole or part from the 10 percent support from the Federal Teacher Centers Program.*)

NAME	POSITION		% OF TIME ASSIGNED TO TEACHER CENTER DUTIES	AMOUNT OF $ ALLOCATED FOR SALARY	% OF FEDERAL TEACHER CENTER BUDGET THIS REFLECTS
	EXACT TITLE	PROGRAM AREA			
1.			%	$	%
2.			%	$	%
3.			%	$	%
4.			%	$	%

THANK YOU!

APPENDIX B

LIST OF PARTICIPATING STATES,
NUMBER OF TEACHER CENTERS IN EACH STATE
AND
NUMBER OF ACTIVITIES DOCUMENTED BY EACH STATE

FREQUENCY OF DOCUMENTED ACTIVITIES
FOR PARTICIPATING STATES

Name of State	Number of Federally Funded Teacher Centers	Number of Activities Logged Each Area of Service			Total Number of Activities Documented
		Proposal Development	Technical Assistance	Dissemination	
Alabama	1	2	3	1	6
Alaska	1	1	5	1	7
Arizona*	1	--	--	--	--
Arkansas	2	--	4	1	5
California	10	--	4	1	5
Connecticut	4	--	6	5	11
District of Columbia	1	1	14	3	18
Florida	1	3	15	2	20
Georgia	2	--	1	--	1
Guam*	1	--	--	--	--
Idaho	1	1	9	1	11
Illinois	3	--	4	1	5
Indiana	5	8	20	10	38
Iowa**	1	--	--	--	--
Kansas	2	1	10	--	11
Kentucky	3	2	1	1	4
Louisiana**	2	--	--	--	--
Maine	1	1	1	1	3
Maryland	2	--	3	1	4
Massachusetts	5	2	16	2	20
Michigan	2	2	14	--	16
Minnesota	3	--	17	1	18
Mississippi	3	--	7	--	7
Missouri**	1	--	--	--	--
Montana*	2	--	--	--	--
Nebraska	1	--	5	3	8
Nevada	1	--	2	--	2
New Hampshire	1	--	3	1	4
New Jersey	2	3	9	5	17
New Mexico**	2	--	--	--	--
New York	8	--	3	--	3
North Carolina*	2	--	--	--	--
Ohio	4	--	2	--	2
Oklahoma**	2	--	--	--	--
Oregon	1	3	10	1	14
Pennsylvania	2	1	4	1	6
South Carolina	1	--	2	--	2
Tennessee	2	--	5	1	6
Texas	2	--	6	5	11
Utah**	1	--	--	--	--
Vermont	2	--	1	--	1
Virginia**	1	--	--	--	--
Washington	3	2	5	2	9
Wisconsin**	1	--	--	--	--
Total	99	33	211	51	295

* Indicates states that chose not to participate in the documentation effort.
** Indicates states that provided background information but chose not to forward any documentation logs.

LOG FOR DOCUMENTING TEACHER CENTER ACTIVITIES

SUPPORTED BY THE FEDERAL TEACHER CENTERS PROGRAM

(July, 1980 - June, 1981)

DIRECTIONS

1. Include only those activities involving the 10% federal funding.
2. For activities that are ongoing or repeated at regular or frequent intervals, fill out this form only once. For all other activities, use one log form per activity.
3. Please return documentation logs to Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center, 235 Promenade Street, Providence, RI 02908

   by December 22, 1980 for all activities completed between July-November, 1980;

   by February 15, 1981 for activities completed during December, 1980 and January, 1981; and

   by May 1, 1981 for activities completed between February-April, 1981 and for anticipated activities during May and June, 1981.

NAME OF STATE: _____ RESPONDENT: _____

1. Briefly describe the activity: _____

   _____

2. Respond to either Question 2a or 2b; if documenting a single activity, fill in 2a, but if documenting a continuous or periodic activity (e.g., quarterly newsletter, regular telephone contact with centers), respond to 2b.

   2a. The date(s) of the activity was: _____

   2b. The activity takes place about: (check one)

   _____ twice a year

   _____ three times a year

   _____ four times a year

   _____ five or six times a year

   _____ monthly

   _____ bi-weekly

   _____ weekly

   _____ daily

NOTE: Fill out a log only once for an activity that fits under 2b.

3. The primary method(s) by which the service was delivered was: (Check the response(s) which best classifies the method.)

   _____ telephone

   _____ written correspondence

   _____ workshop or conference

   _____ on-site meeting

   _____ meeting at sites other than at the Teacher Center project site

   _____ other (specify): _____

4. Respond to Question 4a if documenting *proposal development*, 4b if reporting *technical assistance*, and 4c if describing *dissemination services*.

4a. Proposal Development* (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ notified group(s) about pertinent information (e.g., proposal requirements or deadlines)

_____ provided training in proposal writing or related topic

_____ provided technical assistance in planning or developing a proposal

_____ critiqued draft of a new proposal and made suggestions about it

_____ provided assistance in the development or critique of a continuation proposal

_____ other (specify): _____

4b. Technical Assistance (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ responded to technical questions (e.g., about bylaws, evaluation)

_____ assisted in the design of a teacher needs assessment

_____ linked clients to consultants/experts in a given area (specify topic): _____

_____ provided consulting services or training (specify topic): _____

_____ assisted Teacher Center project in planning for implementation

_____ provided "trouble-shooting" assistance to a Teacher Center project

_____ assisted with/developed statewide plan for staff development which included Teacher Centers

_____ helped client access state or federal resources to serve the needs of the Teacher Center Project

_____ provided linkage with Teacher Centers or related groups at the state, regional or national levels

_____ provided financial support for attendance at state, regional or national meetings or conferences

_____ provided vehicle (e.g., conference) through which Teacher Center projects could exchange information and ideas

_____ provided grant to a Teacher Center project consistent with local needs (Please attach to this log a document, such as a copy of grant award and budget, to help describe the services made available through the grant.)

_____ contracted with a consultant/agency to provide services to a Teacher Center project(s) (Please attach a copy of the contract or a brief summary of it and the budget to help describe the services made available through the contract.)

_____ other (specify): _____

4c. Dissemination (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ assisted/developed materials (e.g., audio-visual presentation) about Teacher Centers

_____ published or distributed written information (e.g., brochure, newsletter) about Teacher Centers

_____ provided technical information about the design or distribution of communications about Teacher Centers

_____ provided financial support for preparation of materials (e.g., filming, printing)

_____ other (specify): _____

*Proposal review activities for proposals should be logged on a different form.

turn page

5. The primary purpose(s) of the activity was: (Check the response(s) which best classifies the activity. Incidental items should not be checked.)

_____ to create awareness and understanding of Teacher Centers

_____ to provide information or facilitate the exchange of information

_____ to develop specific skills the client needs to accomplish a task or objective

_____ to provide planning or design assistance

_____ to improve communications/networking

_____ to generate ideas for Teacher Center project activities

_____ to increase client group knowledge about references/resources

_____ to obtain increased support for Teacher Centers

_____ other (specify): _____

6. The service was provided by: (Check all that apply.)

_____ state Teacher Center coordinator

_____ other state education agency staff

_____ Teacher Center project staff

_____ outside consultant (specify type of agency which employs the consultant, e.g., higher education, private consulting firm): _____

_____ other _____

7. Describe who received the service: (Check all that apply and list the number of participants for each.)

		NUMBER
_____	federal Teacher Center project staff	_____
_____	federal Teacher Center project board	_____
_____	Teacher Center staff or board funded through sources other than the Federal Teacher Centers Program	_____
_____	local school district teachers	_____
_____	local school district administrators	_____
_____	higher education personnel	_____
_____	state Teacher Center coordinator/staff	_____
_____	state education agency staff (other than Teacher Center coordinator/staff)	_____
_____	personnel from other staff development programs (e.g., Teacher Corps, Special Education)	_____
_____	other (specify): _____	_____

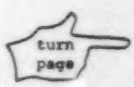
8. Expenditures from the 10% Federal Teacher Centers Program funds spent for the activity were: (*excluding salary costs for state Teacher Center coordinators and other support staff which are paid for by the 10%*):

a) for personnel (e.g., hired consultants) . . . . . $ _____

b) for materials/supplies. . . . . $ _____

c) for travel/lodging/per diem . . . . . $ _____

d) other (specify): _____ . . . $ _____



9. a) State inkind contributions were made: ☐ YES ☐ NO

b) If yes, the purpose(s) was:

_____ for personnel

_____ for materials/supplies

_____ for travel/lodging/per diem

_____ other (specify): _____

10. The approximate amount of time spent on the activity by the state Teacher Center coordinator or other state staff paid in part or in total from the 10% federal funds was: (Check one; total the amount of time if more than one person was involved.)

_____ less than 1 hour
_____ 1-2 hours
_____ 3-4 hours
_____ 5-10 hours
_____ 2-3 days
_____ 4-5 days
_____ more than 5 days (specify): _____

NOTE: *If this is a continuous or periodic activity, as in Question 7b, indicate the total amount of time spent on the activity during a complete year.*

11. The outcomes that have taken place or that are anticipated from the provision of this service are: (Check all that apply.)

	ACTUAL	or	ANTICIPATED
· increased skills/knowledge.	_____		_____
· proposal developed.	_____		_____
· Teacher Center operating more effectively	_____		_____
· increased use by clients of state or national resources	_____		_____
· specific product developed (specify): _____ _____ . . .	_____		_____
· communications network established.	_____		_____
· written information disseminated.	_____		_____
· supported goals of Teacher Center project(s).	_____		_____
· supported evaluation activities of Teacher Center project(s).	_____		_____
· other (specify): _____ _____ . . .	_____		_____

12. Additional information or comments about the activity:

Thank You!